

**THE EFFECT OF USING PICTURE AND PICTURE (PP) MODEL  
TOWARD READING COMPREHENSION IN NARRATIVE  
TEXT AT THE SECOND YEAR STUDENTS OF STATE  
JUNIOR HIGH SCHOOL 5 RAMBAH HILIR OF  
ROKAN HULU**



**By**

**DIAN RINASARI**

**NIM. 10714000742**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1433 H/2012 M**

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TEXT AT THE SECOND YEAR STUDENTS OF STATE  
JUNIOR HIGH SCHOOL 5 RAMBAH HILIR OF  
ROKAN HULU**

Thesis

Submitted as a Partial Fulfillment of the Requirements

For Getting Bachelor Degree of Education

(S.Pd.)



By

**DIAN RINASARI**

**NIM. 10714000742**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1433 H/2012 M**

## **SUPERVISOR APPROVAL**

The thesis entitled “*The Effect of Using Picture and Picture (PP) Model toward Reading Comprehension in Narrative Text at the Second Year Students of State Junior High School 5 Rambah Hilir of Rokan Hulu*” is written by Dian Rinasari NIM. 10714000742. It has been accepted to be examined in the meeting of final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Jumadil Tsaniyah 19<sup>th</sup>, 1433 H  
Mei 11<sup>th</sup>, 2012 M

Approved by

The Chairperson of English  
Education Department

Supervisor

Dr. Hj. Zulhidah, M.Pd.

Drs. Samsi Hasan, MH.Sc.

## EXAMINER APPROVAL

The thesis entitled “*The Effect of Using Picture and Picture (PP) Model toward Reading Comprehension in Narrative Text at the Second Year Students of State Junior High School 5 Rambah Hilir of Rokan Hulu*” is written by Dian Rinasari NIM. 10714000742. It has been approved and examined by the final Examination Committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau on Sya’ban 24<sup>th</sup>, 1433 H/July 14<sup>th</sup>, 2012 M, as one of requirements for the undergraduate degree (S.Pd.) in English Education.

Pekanbaru, Sya’ban 24<sup>th</sup>, 1433 H  
July 14<sup>th</sup>, 2012 M

Chairperson

Secretary

Drs. Hartono, M.Pd.

Dr. Hj. Zulhidah, M.Pd.

Examiner I

Examiner II

Drs. H. Kalayo Hasibuan, M.Ed-TESOL.

Yasir Amri, S.Pd.I., M.Pd.

Dean

Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.

NIP. 19700222 199703 2 001

## ACKNOWLEDGEMENT



In the name of Allah, the most gracious and the most merciful, praise belong to Allah Almighty, the lord of Universe. Through his guidance and his blessing, the writer has completed academic. Regard and pray to our prophet Muhammad peace upon him. I am indebted to my beloved parents (Sarifuddin and Yatini) and my brothers (Riyandara Kusuma and Abdillah Hanif) who always give motivation, spirit, and meaningful love in my life. It could not have been written without you.

The title of this thesis is the effect of using picture and picture (PP) model toward reading comprehension in narrative paragraph at the second year students state junior high school 5 Rambah Hilir, Rokan Hulu regency.

In this occasion, the writer would like to express the great thanks to:

1. Prof. Dr. H. M. Nazir, the rector of State Islamic University of Sultan Syarif Kasim Riau
2. Dr. Hj. Helmiati, M. Ag, the dean of Education and Teacher Training Faculty and all staff
3. Dr. Hj. Zulhidah, M. Pd, the chairperson of English Education Department.
4. Dedy Wahyudi, M. Pd, the secretary of English Education Department.
5. Drs. Samsi Hasan, Mh. Sc who has given me correction, suggestion, support, advice and guidance in finishing this thesis.
6. All Lectures who has given their knowledge and information through the meeting in the class or personally

7. The Headmaster of SMPN 5 Rambah Hilir Damri, SS, the English teacher Maslinar, A.Md, and all staff that really help me in finishing this research
8. My special friend Jiyanto, S.Pt, who has given me the right pray and supports.
9. My best friends Rozuna, Hardiati and Lisma Hariyani who has given me support and motivation.
10. My Classmates PBI E '07; Yani, Fendi, Bela, Devi, Dewi, Muje, dyta, Ela Aslie, Fina, Feni, Santi, Geni, Herman, Jo, Fajri, Khairin, Cella, Meri, Najah, Iwes, Rani, Rozuna, Sushie, Ana, Putri, Opick, Yuli, Zely, Wahyudi, Ruli, Ela Palsu, Te' Siti, And Fithae, thanks for your supports and motivation, we always be a classmates and friends forever.
11. For all people who have given me the great support in conducting and finishing this thesis, this cannot be written one by one.

Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord of universe bless you all. Amin...

Dian Rinasari

## ABSTRAK

**Dian Rinasari (2012): Pengaruh Model Picture and Picture (PP) terhadap Pemahaman Bacaan dalam Teks Naratif Siswa Tahun kedua di SMPN 5 Rambah Hilir of Rokan Hulu**

Berdasarkan studi pendahuluan penulis, ditemukan bahwa, siswa belum mampu memahami sebuah bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa sulit memahami tentang isi dari teks bacaan dan tidak bisa mengidentifikasi informasi dari teks bacaan. Maka dari itu penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di SMPN 5 Rambah Hilir. Subjek dari penelitian ini adalah siswa tahun kedua SMPN 5 Rambah Hilir Rokan Hulu, dan objek dari penelitian ini adalah pengaruh dari penggunaan model Picture and Picture (PP). Adapun jenis penelitiannya adalah *Quasi-experiment*.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan dari jumlah populasi adalah 56 siswa. Dikarenakan jumlah populasinya sedikit, peneliti menggunakan quasi experiment design yang hanya mengambil dua kelas sebagai sample, yaitu kelas VIII1 yang terdiri dari 28 siswa sebagai kelompok eksperimen, dan kelas VIII2 yang juga terdiri dari 28 siswa sebagai kelompok kontrol. Jadi, jumlah sample dari dua kelas tersebut adalah 56 siswa. Untuk data analisisnya, peneliti menggunakan Independent sample T-test melalui SPSS. Nilai siswa dibandingkan dengan t-tabel dengan memperhitungkan standar defiasi (df).

Setelah data dianalisis, peneliti menemukan tidak ada pengaruh yang signifikan dari penggunaan model Picture and Picture (PP) untuk meningkatkan pemahaman membaca siswa tahun kedua SMPN 5 Rambah Hilir, hal ini dapat dilihat dari hasil penghitungan t-test diatas yaitu  $< (0.014 < 0.05)$ . Artinya terdapat efek yang signifikan dari penggunaan model Picture and Picture (PP) terhadap pemahaman membaca teks naratif pada murid kelas 2 SMPN 5 Rambah hilir Rokan Hulu.

## ABSTRACT

**Dian Rinasari (2012): The Effect of using Picture and Picture (PP) Model toward Reading Comprehension in Narrative Text at the Second Year Students of State Junior High School 5 Rambah Hilir of Rokan Hulu.**

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of texts in their text book at the school. This problem was caused by some factors. For example, some students could not understand about the content of reading text and identify the detailed information of the text. So, the writer was interested in carrying out the research about this problem.

The research was administered at State Junior High School 5 Rambah Hilir, Rokan Hulu regency. The subject of the research was the second year students of State Junior High School 5 Rambah Hilir of Rokan Hulu, and the object of this research was the effect of using Picture and Picture (PP) model. The design of this research was *Quasi-experimental* design.

The population of this research was all of the second year students. The total number of population was 56 students. Because the number of population was small, the researcher used quasi experimental research by taking two classes as sample; VIII1 that consisted of 28 students as experimental group, and VIII2 that consisted of 28 students as control group. So the number of samples from two classes was 56 students. To analyze the data, the researcher adopted Independent sample T-test formula by using SPSS 16 version. The student's score was compared with the table t-table considered with degree of freedom (df).

After analyzing the data, the researcher found that there is no significant effect of using Picture and Picture (PP) model toward reading comprehension in narrative paragraph at the second year students of state junior high school 5 Rambah Hhilir, Rokan Hulu., it can be seen from the result of Paired Sample t-test above, the t-test sign is  $< (0.014 < 0.05)$ . It means that there was a significant effect of using picture and picture (PP) model toward reading comprehension in narrative text at the second year students of state junior high school 5 Rambah Hilir of Rokan Hulu.



ديان ريناساري (2012): تأثير نموذج الصورة و الصورة إلى فهم القراءة على الفقرة القصية لطلاب  
عدادية الحكومية 5 رامباه هيلير روكان هولو.

بناء على الدراسة الأولية رأت الباحثة أن الطلاب لم يقدروا على فهم القراءة في الكتب الدراسية  
. وتأتي هذه المشكلة بعدة العوامل منها: يصعب بعض الطلاب على فهم محتويات النصوص التي  
يقرأونها وأنهم أيضاً يقدرون على تعميم المعلومات من نصوص القراءة، ومع ذلك رغبت الباحثة في أداء  
هذا البحث.

انعقد هذا البحث بالمدرسة الإعدادية الحكومية 5 رامباه هيلير منطقة روكان هولو. الموضوع في هذا  
البحث طلاب الصف الثاني بالمدرسة الإعدادية الحكومية 5 رامباه هيلير منطقة روكان هولو بينما الهدف  
في هذا البحث لمعرفة تأثير نموذج الصورة و الصورة. عرضت الباحثة هذا البحث كبحث شبه التجربة.  
الأفراد في هذا البحث جميع طلاب الصف الثاني بقدر 56 طالبا ثم أخذت الباحثة فصلين اثنين لعينات  
هذا البحث هما طلاب الصف الثامن الأول فيه 28 ب الصف الثامن الثاني فيه 28  
طالبا لفصل الضبط و عدد العينات من الفصلين السابقين. في تحليل البيانات استخدمت الباحثة عينة مستقلة

-

16.

-

تعتبر مع مستور الحرية.

أساسا على تحليل البيانات، كشفت الباحثة أن هناك تأثيرا ضروريا من استخدام الصورة و الصورة  
إلى القدرة على في تحسين فهم الطلاب على القراءة لطلاب الصف الثاني بالمدرسة الإعدادية الحكومية 5  
رامباه هيلير منطقة روكان هولو، وهو من الحساب الاختبارسيغ 2 تيليد هي 0.014. هذا الرقم اصغ  
هي 0.05 (0.014 < 0.05) ومع ذلك كانت الفرضية البديلة مقبولة و الفرضية الصفرية مرفوضة.

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

English is one of the foreign languages taught in educational institutions in Indonesia. There are various skills involved in the mastery of language: *receptive* skills, listening (understanding the spoken language) and reading (understanding the written language); and *productive* skills – speaking and writing<sup>1</sup>. One of the important aspects in learning English that should be mastered by students is understanding reading skills. Reading can help students to improve their knowledge, experience, and information from the written materials.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension<sup>2</sup>. In reading, students were expected to understand the text and get some information from the writer's thought. Besides, in order to achieve the student's comprehension in reading, the students must be able to read meaningfully. Based on the syllabus, the aim of reading at the second semester of the second year students of junior high school was understand the meaning in the simple short essay in the form of *recount*, and *narrative* to interact with the environment. So, one of genres that should be learned by the students is the narrative text.

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<sup>1</sup> John Harycraft. *An Introduction to English Language Teaching*. (Singapore: Longman Singapore Publisher. 1987) p.b

<sup>2</sup> Kalayo Hasibuan. *Teaching English as a Foreign Language ( TEFL )*. (Pekanbaru: Alaf Riau Graha UNRI Press. 2007). p.114

Narrative is one of the most commonly read, though least understood all of the genres<sup>3</sup>. Narrative text is stories concern temporal sequences, situations and events unfolding in time<sup>4</sup>. The purpose of narrative text was to amuse or to obtain the reader such as folk tales, fable, and legend and so on.

State Junior High School 5 Rambah Hilir is one of the Junior High Schools in the regency of Rokan Hulu that applies school based-curriculum (KTSP). One of the most important elements to be acquired in teaching and learning English is reading. Some of the teachers at this school especially the teacher of English have difficulties in teaching reading to their students. Generally, students' classroom activity in reading subject are still the teacher ask the students to read the material based on the text book, find out the meaning of the difficult words, and answer the questions based on the text. It made students feel bored.

English has been taught twice a week with duration of time 40 minutes for one meeting. According to school based-curriculum (KTSP), minimally, every school should decide the minimum completeness criterion (KKM) is 60% for each learning indicator in English subject, and also for learning minimum completeness standard (SKBM) for English.

Based on the preliminary research, the writer found many problems faced by students especially in reading; it is still far from expectation. It can be seen as follows:

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<sup>3</sup> Peler and Megan. *Genre, Text, Grammar*. (Sydney: University of New South Wales Press Ltd, 2005),pp.220

<sup>4</sup> David Herman. *Basic Elements of Narrative*. (Singapore: Ho Printing Pte Ltd, 2009). pp.1

- a. Some of the students were not able to find the generic structure in narrative text
- b. Some of the students were not able to identify the specific information in the narrative text
- c. Some of the students were not able to find the meaning of unfamiliar words in the reading narrative text
- d. Some of the students were not able to identify the word references in the narrative text
- e. Some of the students were not able to decide the inferences of the narrative text

In teaching and learning process, the teacher must always be creative in planning and implementing in learning activities in which they do not only rely the activities on students' text book<sup>5</sup>. In this case, teacher could modify their teaching especially in teaching reading and not always using the reading text of the students' text book . Teacher could used the strategy to make students easier to comprehend the text.To provide solution to these problems, the writer has found the suitable learning model to improve students' reading comprehension, called Picture and Picture (PP) model.

Picture and Picture (PP) model tells about teaching and learning process using picture media by organized picture logically<sup>6</sup>. In this model, students give comment or feedback to each others when the teacher asks the reasons for

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<sup>5</sup> Kalayo. *Op.cit* .p.32.

<sup>6</sup> Yusti Arini. *Model Pembelajaran Kooperatif (Cooperative Learning) dan Aplikasinya Sebagai Upaya Peningkatan Kualitas Proses Pembelajaran*. <http://my%20job/model-pembelajaran-kooperatif-html>. (Retrieved on March 20<sup>th</sup>, 2011). P.6

choosing the pictures. Soediman Dimas stated that picture is suitable for learning English<sup>7</sup>. So, its model can be used in teaching and learning process to improve students' reading comprehension especially in Narrative paragraph.

Based on the explanation and the problem experienced by the students above, the writer is interested in conducting a research entitled: "The Effect of Using Picture and Picture (PP) Model toward Reading Comprehension in Narrative Text at the Second Year Students of State Junior High School 5 Rambah Hilir of Rokan Hulu"

## B. The Definition of the Term

To avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

1. **Effect.** Effect is measure of the strength of one variable's effect on another or the relationship between two or more variables<sup>8</sup>. In this research, effect was defined as the writer's identification of the result whether teaching English treated by using Picture and Picture (PP) model can give contribution toward students reading comprehension or not.
2. **Picture and Picture (PP) model.** Picture and Picture (PP) is a teaching and learning process using picture media by organized picture logically<sup>9</sup>.

Sadiman Dimas stated that this learning model relies on images as a media

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<sup>7</sup>Sadiman Dimas. *Models of Learning Picture and Picture*. <http://sadiman.blogspot.com/2010/02/models-of-learning-picture-and-picture.html>. (Retrieved on Mei 23<sup>th</sup>, 2011. P.1

<sup>8</sup> Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics. Third Edition*. (New York: Person Education, 2002). p. 175

<sup>9</sup> Yusti Arini. *Op. Cit.* p.6



in the learning process; the pictures were a major factor in the learning process<sup>10</sup>. So prior to the learning process, the teacher has prepared an image that will appear either in the form of cards or in the form of large chart.

3. **Reading Comprehension.** Reading is a fluent process of readers combining information from a text and their background knowledge to build meaning<sup>11</sup>. And the goal of reading is comprehension. The goal and the purposes of reading cannot be reached without comprehension. Comprehension in this study was how well students' ability in understanding the intended meaning of reading texts. In this study, reading comprehension means a process of understanding the text in order to get the purposes of reading such to get informations and the meaning of the texts at the second year students of SMPN 5 Rambah Hilir of Rokan Hulu.
4. **Narrative Text.** Narrative has certain elements in common, they are unfold over time, have characters that display some type of emotion and center on events more than ideas<sup>12</sup>. This statement emphasizes that narrative text is the text that built up by series of events that happened to characters in past time.

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<sup>10</sup> Sadiman Dimas. *Op. Cit.* p.1

<sup>11</sup> David Nunan. *Practical English Language Teaching, First Edition* (Singapore : Mc Grow Hill Asia, 2003 ) p.68.

<sup>12</sup> M.Syafii, at al. *The Effect of Paragraph Developments: the process of Writing for Classroom Setting.* (Pekanbaru: LBSI, 2007). p. 55

## **C. The Problem**

### **1. The Identification of the Problem**

The problems can be identified as follows:

- a. Why are not some of the students able to find the generic structure in the narrative text?
- b. Why are not some of the students able to identify the specific information in the narrative text?
- c. Why are not some of the students able to find the meaning of unfamiliar words in the narrative text?
- d. Why are not some of the students able to identify the word references in the narrative text?
- e. Why are no some of the students able to decide the inferences of the narrative text?
- f. How is the students' reading comprehension in narrative text taught by using Picture and Picture (PP) model?
- g. How is the students' reading comprehension in narrative text taught without using Picture and Picture (PP) model?
- h. Is there any significant effect of using Picture and Picture (PP) model toward reading comprehension in narrative text at the second year students of State Junior High School 5 Rambah Hilir?

## **2. Limitation of the Problem**

Based on the identifications of the problems stated above, thus, the problem of this research are focused on the effect of using Picture and Picture (PP) model toward reading comprehension in narrative text at the second year students of State Junior High School 5 Rambah Hilir of Rokan Hulu. In this research, the writer choosed narrative text, because based on standard competence of syllabus, the students should be able to express the simple short essays in the form of recount, and narrative to interact with the environment. And researcher used narrative text in various themes.

## **3. Formulation of the Problem**

The problems of this research can be formulated in the following reasearch questions:

1. How is the students' reading comprehension in narrative text taught by using Picture and Picture (PP) model?
2. How is the students' reading comprehension in narrative text taught without using Picture and Picture (PP) model?
3. Is there any significant effect of using Picture and Picture (PP) model toward reading comprehension in narrative text at the second year students of State Junior High School 5 Rambah Hilir?

## **D. The Objectives and Significance of the Research**

### **1. The Objective of the Research**

- a. To find out the student's reading comprehension in narrative text taught by using picture and picture (PP) model.
- b. To find out the student's reading comprehension in narrative text taught without using picture and picture (PP) model.
- c. To obtain whether or not there is significant effect of using picture and picture (PP) model toward students' reading comprehension in narrative text at the second year students of State Junior High School 5 Rambah Hilir.

### **2. The Significance of the Research**

Related to the objectives of the research above, the significances of the research are as follows:

- a. To fulfill one of the requirements for the writer to complete her undergraduate Study Program (S1) of English education department of education and teacher training faculty of UIN SUSKA Riau Pekanbaru.
- b. The research findings are to give information to the teachers about the effect of using Picture and Picture (PP) model to improve the students' reading comprehension.
- c. To develop and enrich the writer's knowledge in term of reading ability and teaching English.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. The Nature of Reading Comprehension

Reading is one of the four language skills that must be mastered by students. This skill needs more attention, because it needs good interaction with the text in order to get the meaning of text. Furthermore, Harris states that reading is a process involving meaning and self-evident, but it can hardly be overemphasized that obtaining the meaningful response is hard in reading process<sup>1</sup>. So reading is a complex interaction between the text and the reader.

Nunan states that reading is an essential skill for learners of English as a second language<sup>2</sup>. Without reading, the learners never know about anything. It is the main reason why the students learn the language.

Reading is to learn unique thinking skill in which ESL/ EFL learners must have ability to comprehend the material from a text by using their own idea and contrast or cause and effect examples, following and argument in the text, choose relevant topic under discussion<sup>3</sup>. Based on the definition above, the writer

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<sup>1</sup> AJ Harris. *How to Increase Reading Ability*. (New York: David McKay Company, INC. 1970) p.3

<sup>2</sup> David Nunan. *Practical English Language Teaching, First Edition*. (New York: McGraw Hill, 2003) p. 69

<sup>3</sup> Celce Mariane and Lois Murcia. *Teaching English as a Second or Foreign Language*. (Newbury: House Publisher, 1979), pp. 200

conclude that reading is a skill that presents the authors' idea. In reading, the reader must have a good interaction with the text in order to get the meaning of the text.

According to Kalayo, reading is an interactive process that goes on between the reader and text, resulting in comprehension. The text presents letters, words, sentences and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what the meaning is. Reader's knowledge, skills, and strategic include:

- 1) Linguistic competences: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- 2) Discourse competences: knowledge to discourse makers and how they connect part of the text to one another.
- 3) Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.
- 4) Strategic competence: the ability to use top down strategies as well as knowledge of the language (a bottom-up-strategy)<sup>4</sup>.

Besides, reading comprehension is the ability to understand and get meaning from written language<sup>5</sup>. It involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.

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<sup>4</sup> Kalayo Hasibuan and Muhammad Fauzan A. *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI press. 2007) p. 115

Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. To comprehend, a reader must have a wide range of capacities and abilities<sup>6</sup>.

- a. Cognitive capacity (e.g. attention, memory, critical, analytic ability, inference, and visualization activity)
- b. Motivation (a purpose for reading an interest in the connect being read, and self-efficiency as the reader)
- c. Various type of knowledge (vocabulary, domain and topic knowledge, linguistics and discourse knowledge of specific comprehension strategy)

Comprehension was an activity where reader must be able to interpret and alter what he/she reads in accordance with his/her prior knowledge about the text. Therefore, reading comprehension means understanding what has been read. It was an active process that depends not only on comprehension skill, but also on readers' experiences and prior knowledge.

It can be concluded that reading comprehension is the power to get an idea or meaning from a written text. Therefore, reading comprehension was a complex process by which a reader tried to reconstruct a message in graphic language by a writer. It is an interaction between reader and author.

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<sup>5</sup> Sharon Vagughn and Sylvia Linan Thomson, *Research-Based Methods of Reading Instruction Grades K-3*.(Alexandria, Virginia USA: ASCD.2004), p. 138.

<sup>6</sup> Catherine Snow and Chair. *Reading for Understanding toward an R&D Program in Reading*. (Santa Monica, CA: RAND Education, 2002) p.13

## 2. Reading Comprehension in Narrative Text

Comprehension was the process of making sense words, sentences, and connected text. Phang stated that comprehension is the process of deriving meaning from connected text<sup>7</sup>. It involved word knowledge as well as thinking and reasoning. Readers must use the information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. According to Catherine Snow, she mentioned that comprehension entails three elements<sup>8</sup>:

- a. The reader who is doing the comprehension
- b. The text is to be comprehended
- c. The activity in which comprehension is a part

Comprehension was an activity where reader must be able to interpret and alter what he/she reads in accordance with his/her prior knowledge about the text. Therefore, reading comprehension means understanding what has been read. It was an active processed that depend not only on comprehension skill, but also in readers' experiences and prior knowledge.

Good comprehenders could be engaged in many different types of text<sup>9</sup>. Narrative text was one of the types of paragraph in reading that should be mastered by students especially for the second year students of junior high school. Whether

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<sup>7</sup> Elizabet Phang. Et al, *Teaching Reading*. France: SADAG, belljearde), p.15  
<http://www.curtin.edu.au/curtin/dept/smec/ia> (Retrieved on February 24<sup>th</sup>, 2011)

<sup>8</sup> Catherine Snow and Chair. *Op. Cit.* p.11

<sup>9</sup> Catherine Snow and Chair. *Op. Cit.* p.14



it tells a true story or fiction, a narrative text gives an account of one or more experiences<sup>10</sup>. This paragraph tells about a story to make a point or explain an idea or event that can be fun to read.

In this case, reading comprehension means a process of understanding the text in order to get the purposes of reading such to get informations and the meaning of the texts. There were several kinds of narrative text such as fairytales, legends, plays, cartoon, and adventure stories<sup>11</sup>. All of the narrative paragraph types have the social purpose to entertain and instruct the reader. The generic structure of narrative text is consists of three parts: orientation, complication/problems, and resolution<sup>12</sup>.

Example of narrative text:

### **Cinderella**

Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.

One day an invitation to the ball come to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy good mother come and helps her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her. They lived happily ever after.

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<sup>10</sup> Syafi'i S, Fauzan A, et al. *The Effective Paragraph Developments, the Process of Writing for Classroom Settings*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive: 2007) p.53

<sup>11</sup> Kalayo Hasibuan and Muhammad Fauzan A, *Op Cit*. p.130

<sup>12</sup> *Ibid*.

Title	<b>Cinderella</b>
Orientation (Characters, Setting, Main idea)	Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.
Complication (Body)	One day an invitation to the ball come to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.
Resolution	Fortunately, the fairy good mother come and helps her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her. They lived happily ever after.

Syafii stated that all narratives have certain elements in common, they are unfold over time, have characters that display some type of emotion and center on events more than ideas<sup>13</sup>. This statement emphasizes that narrative text is the text that built up by series of events that happened to characters in past time. According to this statement, the students can be called have ability in reading narrative that are the students should be able to find out main idea, characters, setting, recognize events, and cause and effect happened in narrative text. In other sides, the common grammatical features that used in narrative texts, they are<sup>14</sup>:

- a. Defined character
- b. Descriptive language
- c. Dialogue
- d. Usually pest tense

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<sup>13</sup> M.Syafii, at al. *Op. Cit.* p. 55

<sup>14</sup> Kalayo Hasibuan and Muhammad Fauzan A, *Op Cit.* p.130

Moreover, efficient comprehension required the ability to relate the textual material to one's own knowledge. Comprehending a narrative text was an interactive process between the reader's background knowledge and the text. It is involves more than just relying on one's linguistic knowledge.

### **3. Students' Reading Comprehension in Narrative Text**

Reading comprehension is resulted when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading comprehension. Narrative is one of the types of paragraph in reading that should be mastered by students especially for the second year students of junior high school. Good comprehenders can be engaged in many different types of text<sup>15</sup>. Narrative text is one of the types of paragraph in reading that should be mastered by students especially for the second year students of junior high school. Whether it tells a true story or fiction, a narrative text gives an account of one or more experiences<sup>16</sup>. This paragraph tells about a story to make a point or explain an idea or event that can be fun to read.

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<sup>15</sup> Catherin Snow and Chair. *Op.Cit.* p.14

<sup>16</sup> Syafi'i S, Fauzan A, et al. *Op.Cit.* p.53

#### 4. The Factors Influencing Students Reading Comprehension in Narrative Text

There are two factors that influence students in learning process, as follows:<sup>17</sup>

##### a. The Internal Factor

The internal factor means the factors which come from the reader himself or usually we know as personal factors, because the factor has existed inside the reader. This factor deals with self-motivation and interest.

- 1) *Motivation*. When we talk about motivation, it plays an important role in comprehending the text. The students will be motivated to read when they felt that they need something from the text. Edward dice in brown defined intrinsic motivation, as follow:<sup>18</sup>

“Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self determination”.

On the other hand, extrinsic motivation is defined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self, such as; money, prize, grades, and even certain of positive feedback.

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<sup>17</sup> Muhibbin Syah. *Psikologi Belajar*. (Jakarta: PT. Raja Grafindo. 2003), p.145

<sup>18</sup>H. Douglas, Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New Jersey: Prentice Hall, Inc.1994). p.220

- 2) *Interest*. Interest is being one of the important factors in order to increase the students' reading comprehension. If one has interest to read, it means that he/she will get a good comprehension. On the other side, if the readers have no any interest to read, it can influence his/her comprehension.

b. The External Factor

The external factor has a close relationship with reading material and teacher of reading.

- 1) *Reading material*. The students' reading comprehension depends on the level of the difficulty of the text. Thus, it can influence students' comprehension in the text/paragraph given, not at the right level of the difficulty of the readers or the students.
- 2) *Teacher of reading*. The teacher of reading should be careful in choosing the text and giving the texts, because they are related to the students' reading comprehension.

## 5. The Nature of Picture and Picture (PP) Model

Picture and Picture (PP) is a teaching and learning process using picture media by organized pictures logically<sup>19</sup>. In this model, the students give coment or feedback each others when the teacher asks the reasons for choosing the pictures.

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<sup>19</sup> Yusti Arini. *Model Pembelajaran Kooperatif (Cooperative Learning) dan Aplikasinya Sebagai Upaya Peningkatan Kualitas Proses Pembelajaran*. <http://my%20job/model-pembelajaran-kooperatif.html>. (Retrieved on March 20<sup>th</sup>, 2011). P.6

The students are trying to express the scenes and activities in the pictures when we combined it to be a story. In teaching foreign language, picture can be used to motivate and stimulate the students to express their idea orally or written language.

Sadiman in his article stated that this image is suitable for learning English, so that its model can be used in teaching and learning process to improve students' reading comprehension and make them joyful in studying. It is one form of the cooperative learning model<sup>20</sup>. The advantages of using Picture and Picture (PP) models; the teacher knows the ability of each students, and it makes students think logically and systematically.

In reading, picture and picture (PP) model plays an important role to help students in comprehending the reading text. If the teacher selects appropriate learning model for the subject, the teacher would become a "facilitator" to guide the students in developing their language skill.

A simple way to express applications of picture and picture (PP) model in the teaching and learning process, are as follows<sup>21</sup>:

1. The teacher tells about the competence that will be done in learning process
2. The teacher presents the material as an introduction
3. The teacher shows the pictures related to the material

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<sup>20</sup> Yatim Riyanto. *Paradigma Baru Pembelajaran*. (Jakarta: Kencana Prenada Media Group. 2010). p. 265

<sup>21</sup> Agus Suprijono. *Cooperative Learning; Teori dan Aplikasi Paikem*. (Yogyakarta: Pustaka Pelajar. 2011), p.125

4. The teacher point out the students one by one to put the pictures into a logical sequence
5. The teacher asks the students about his/her reason for choosing the pictures, and then invites the students to make points, ideas, or events using their own words based on the story
6. From the reason of choosing the pictures, then the teacher start to invest the concepts or materials. It is about vocabulary, the information of the story, the sequence of event, etc.
7. The teacher gives students an evaluation

Picture and Picture (PP) aids reading comprehension because student's required to put the new material in the new concept of learning model into their own words and combine it with their prior knowledge.

## **6. Using Picture and Picture (PP) Model Toward Students' Reading Comprehension in Narrative Text**

To make the students comprehend about narrative text, the teacher not only asks them to read it but also to use strategy to make students easier to comprehend the text itself. Sadiman in his article stated that this image is suitable for learning English<sup>22</sup>, so that its model can be used in teaching and learning process to improve students reading comprehension and make them joyful in studying. It is

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<sup>22</sup> Sadiman Dimas. *Models of Learning Picture and Picture*. <http://sadiman.blogspot.com/2010/02/models-of-learning-and-picture-picture.html>. Retrieved on Mei 23, 2011. P.1

one form of the cooperative learning models. The advantages of using Picture and Picture (PP) models; the teacher knows the ability each students, and it makes students think logically and systematically<sup>23</sup>.

From the explanation, it is clear that Picture and Picture (PP) model is different from common learning model and strategy. By using picture and picture (PP) model to teach the students in reading activity, it can increase their reading comprehension and make them joyful in the classroom.

Picture and Picture (PP) aids reading comprehension because students require to put the new material in the new concept of learning model into their own words and combine it with their prior knowledge. Because reading is process of constructing the meaning of the written material, so its learning model can make easier the students to comprehend the text. For example in reading narrative text, to make the students comprehend about narrative text, the teacher not only asks them to read it but also to use strategy to make students easier to comprehend the text itself.

## **B. The Relevant Research**

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting<sup>24</sup>. The researches have been contributed by:

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<sup>23</sup> Kiranawati. *Picture and Picture*. <http://gurupkn.wordpress.com/2007/11/16/picture-and-picture/>. (Retrieved on Monday, 4 April 2011)



1. Widya Kurniasari. She was an alumnus of State University of Malang in 2010. In her class action research, she focused on the Effect of Using Picture and Picture to Improve Students Learning Outcomes of Social Sciences Economy at the eight grade of SMPN 1 Tulungagung<sup>25</sup>. Affective aspects of learning outcomes with the observations shows the average percentage affective value of the cycle I of 75.3% and increased to 88.2% in cycle II "While the average percentage of the affective value of the cycle I amounting to 75.3% and increased to 88.14% in cycle II "Results measurement of attitudes with a questionnaire on the I cycle by 76.3% and increased in cycle II to 81.6%. It can be concluded that "The response of the students toward learning constructivist with picture and picture model is good response". While in my research, I try to find out the effect of using Picture and Picture Model toward students' reading comprehension in narrative text.

2. A research from Abdul Haris

According to Abdul Haris in his research entitled "The influence of using and without using pictures during pre-reading on students' reading comprehension achievement at the second year students of MTS Darul Huda Bandul"<sup>26</sup>. From the research, he found that 95% degree of freedom and 5% with

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<sup>24</sup> M. Syafi'i S. *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. (Pekanbau: LBSI, 2007). p. 122

<sup>25</sup> Widya Kurniasari. *The Effect of Using Picture and Picture to Improve Students Learning Outcomes of Social Sciences Economy at the Eight Grade of SMPN 1 Tulungagung*. (Unpublished, 2010)

<sup>26</sup> Abdul Haris. *The Influence of Using Pictures and Without Using Pictures during Pre-Reading on Students of MTS Darul Huda Bandul*. (Unpublished, 2006)

standard error. It means that there is significant difference between the students' reading comprehension achievement scores by using pictures on pre-reading and the students without using pictures before reading the text. It can be said teaching reading by using pictures during pre-reading does not have influence on students' reading comprehension achievement at the second year students of MTS Darul Huda Bandul.

### **C. The Operational Concept**

Operational concept is a concept as a guidance used to avoid misunderstanding. . It should be interpreted into particular words in order to make it easy to measure. Operational concept used is also to clarify the theories used in the research, to know the students' reading comprehension at the second year of State Junior High School 5 Rambah Hilir of Rokan Hulu Regency.

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is experimental research which focuses on gaining the effect of using Picture and Picture (PP) model toward students' reading comprehension. Therefore, in analyzing the problem in this research, there are two variables used, they are:

1. Variable X is Picture and Picture (PP) model. Picture and Picture (PP) model is an independent variable.
2. Variable Y is students' reading comprehension. Students' reading comprehension is dependent variable.

### **Variable X**

The following treatment as a collection of procedures of the implementation of Picture and Picture (PP) model can be seen as in the following steps:

1. The teacher tells about the competence that will be done in learning process
2. The teacher presents the material as an introduction
3. The teacher shows the pictures related to the material
4. The teacher point out the students one by one to put the pictures into a logical sequence
5. The teacher asks the students about his/her reason for choosing the pictures, and then invites the students to make points, ideas, or events using their own words based on the story
6. From the reason of choosing the pictures, then the teacher start to invest the concepts or materials. It is about vocabulary, the information of the story, the sequence of event, etc.
7. The teacher gives students an evaluation

### **Variable Y**

The writer determines the indicators of students' reading comprehension in reading subject as follows<sup>27</sup>:

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<sup>27</sup> H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc) , 2003. p. 206

1. The students are able to find the generic structure in narrative text
2. The students are able to identify the specific information in the narrative text
3. The students are able to find the meaning of unfamiliar words in the reading narrative text.....
4. The students are able to identify the word references in the narrative text
5. The students are able to decide the inferences of the narrative text

The scale standard of competency of students is<sup>28</sup>:

**TABLE 1**

**The Standard Competency of Students' Reading Comprehension by Using  
Picture and Picture (PP) Model**

<b>The Score of Comprehension Level</b>	<b>Category</b>
90-100	Very good
80-89	Good
60-79	Enough
0-59	Fail

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<sup>28</sup> David. P. Harris. *Testing English as a Second Language*. (New York: McGraw Hill Book Company), 2007. p. 134

## **D. The Assumption and Hypothesis**

### **1. The Assumption**

In this study, the writer assumes that the students who are taught by using Picture and Picture (PP) model will have better reading comprehension. Furthermore, the better implementation of Picture and Picture (PP) model in reading subject is the better reading comprehension will be.

### **2. The Hypothesis**

$H_a$  : There is a significant effect of using Picture and Picture (PP) model toward students' reading comprehension.

$H_o$  : There is no significant effect of using Picture and Picture (PP) model toward students' reading comprehension.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. The Research Design**

The design of this research was quasi experimental design<sup>1</sup>, which is intended to find out the effect of using picture and picture (PP) model toward reading comprehension in narrative text at the second year students. In this research, the writer used two groups as sample. The first one was called experimental group taught by using picture and picture (PP) model and another was the control group taught without using picture and picture (PP) model.

There were two variables in this research; the picture and picture (PP) model as independent variable (X) and students' reading comprehension as dependent variables (Y). In this research, the pre-test and post-test were compared in order to determine the effect of using picture and picture (PP) model toward students' reading comprehension.

1. Procedures of collecting data for experimental group
  - a. Pre-test

The pre-test was carried out to determine the students' comprehension with their score. The items used for pre-test consist of 20 items. The test was about reading comprehension.

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<sup>1</sup> L. R. Gay & Peter Airasian, Educational Research; Competencies for Analysis and Application. (New Jersey: Prentice Hall, 2000), p.395

b. Treatment

The treatment was conducted for experimental group by using picture and picture (PP) model applied for about eight meetings.

c. Post-test

After conducting the treatment, the post-test was administered and analyzed as final data of this research. The post-test given was the same test as the pre-test.

2. Procedures of collecting data for control group

a. Pre-test

The goals, items, and procedures of the test for control group are the same as those conducted for experimental group; the difference was only on the time.

b. No treatment

c. Post-test

Post-test was also given to control group and the result was analyzed and used as final data for this research.

## **B. The Location and the Time of the Research**

The research was conducted at the second year students of State Junior High School 5 Rambah Hilir of Rokan Hulu regency. And it was conducted from February until March 2012.

### C. The Subject and the Object of the Research

The subject of this research was the second year students of State Junior High School 5 Rambah Hilir. The object of this research was the effect of using picture and picture (PP) model towards students' reading comprehension in narrative paragraph.

### D. The Population and the Sample of the Research

The population of this research was the second year students of State Junior High School 5 Rambah Hilir in 2011-2012 academic years. Where the entire students consisted of 84 students;

**TABLE 2**

**The Total population of the second year students of SMPN 5 Rambah Hilir**

No	Class	Population
1	VIII 1	28
2	VIII 2	28
3	VIII 3	28
Total population		84

In this research, the writer used cluster sampling. Cluster sampling is one of four basic random sampling techniques. Cluster sampling randomly select groups as sample<sup>2</sup>. It is used if population is very large. Finally, the writer takes two classes as sample. Class VIII1 was for experimental class while class VIII2 was for control class.

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<sup>2</sup> L.R.Gay and Peter Airasian, *Op.Cit.*,p.129



## **E. The Technique of Collecting Data**

In order to get the data of this research, the writer used test as instrument to collect the data. The test was used to find out the students' reading comprehension in reading narrative paragraph. The kind of the test was multiple choice. It consisted of 20 items. Every item was multiple 4. Therefore, the total score was 10 if the students could answer all the items correctly. The test was done twice, the first was pre-test given before treatment and the second was posttest given after treatment intended to obtain students' reading comprehension at the second year of State Junior High School 5 Rambah Hilir of Rokan Hulu Regency.

## **F. The Validity and Reliability of the test**

### **1. Validity**

Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it was purposed to measure. It means the test will be valid to the extent that it measured what it was supposed to measure. According to Gay<sup>3</sup>, validity is the appropriateness of the interpretations made from tests score. Clear validity is the core future for the test. Furthermore, Gay says that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity. All of them have different usage and function.

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<sup>3</sup>Gay, L.R and Peter Airasian. *Op. Cit.*, p. 161

Based on the definition above, to measure whether the test was valid in this research, the researcher used content validity. In other word, tests were given based on material that they had learned and concerning five components:

1. Finding generic structure,
2. Finding specific information,
3. Finding the meaning of unfamiliar word,
4. Identify references and,
5. Deciding inference from the text.

The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where FV : Index of difficulty or Facility value

R : The number of correct answers

N : The number of examinees or students taking the test

The formula above was used to find out the easy or difficulty of each item test that the researcher gave to the respondents. The items that did not reach the standard level of difficulty were excluding from the test and they were changed with the newly appropriate items.

The standard level of difficulty is **<0, 30** and **>0, 70**. It means that the item test that was accepted if the level of difficulty was between 0.30-0.70 and it was rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy). Then, the proportion correct was represented by “p”, whereas the

proportion incorrect is represented by “q”, it can be seen in the following tables:

**TABLE 3**  
**The Students are Able to Find the Generic Structure**

Variable	Find the Generic Structure				N
Item no.	1	6	11	16	28
Correct	19	17	18	15	
P	<b>0.67</b>	<b>0.61</b>	<b>0.64</b>	<b>0.54</b>	
Q	0.32	0.39	0.36	0.46	

Based on the table 12, the proportion of correct answer for item number **1** shows the proportion of correct **0.67**, item number **6** shows the proportion of correct **0.61**, item number **11** shows the proportion of correct **0.64**, item number **16** shows the proportion of correct **0.54**. Based on the standard level of difficulty “p”  $< 0.30$  and  $> 0.70$ , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

**TABLE 4**  
**The Students are Able to Find Factual Information**

Variable	Finding Factual Information				N
Item no.	2	7	12	17	28
Correct	18	19	14	17	
P	<b>0.64</b>	<b>0.68</b>	<b>0.5</b>	<b>0.61</b>	
Q	0.36	0.32	0.5	0.39	

Based on the table 13, the proportion of correct answer for item number **2** shows the proportion of correct **0.64**, item number **7** shows the proportion of correct **0.68**, item number **12** shows the proportion of correct **0.5**, item number **17** show the proportion of correct **0.61**. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

**TABLE 5**

**The Students are Able to Locating the Meaning of Vocabulary**

Variable	Finding the New Vocabulary				N
Item no.	3	8	13	18	28
Correct	17	19	12	18	
P	<b>0.61</b>	<b>0.68</b>	<b>0.42</b>	<b>0.64</b>	
Q	0.39	0.32	0.58	0.36	

Based on the table 14, the proportion of correct answer for item number **3** shows the proportion of correct **0.61**, item number **8** shows the proportion of correct **0.68**, item number **13** shows the proportion of correct **0.42**, item number **18** show the proportion of correct **0.64**. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

**TABLE 6****The Students are Able to Identify References**

Variable	Identifying References				N
Item no.	4	9	14	19	28
Correct	17	18	16	18	
P	<b>0.61</b>	<b>0.64</b>	<b>0.57</b>	<b>0.64</b>	
Q	0.39	0.36	0.43	0.36	

Based on the table 15, the proportion of correct answer for item number **4** shows the proportion of correct **0.61**, item number **9** shows the proportion of correct **0.64**, item number **14** shows the proportion of correct **0.57**, item number **19** show the proportion of correct **0.64**. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

**TABLE 7****The Students are Able to Make Inference From Reading Text**

Variable	Finding Factual Information				N
Item no.	5	10	15	20	28
Correct	19	12	18	17	
P	<b>0.68</b>	<b>0.43</b>	<b>0.64</b>	<b>0.61</b>	
Q	0.32	0.57	0.36	0.39	

Based on the table 16, the proportion of correct answer for item number **5** shows the proportion of correct **0.68**, item number **10** shows the proportion of correct **0.43** item number **15** shows the proportion of correct **0.64**, item number **20** show the proportion of correct **0.61**. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

## 2. Reliability

According to H. Doghlas Brown<sup>4</sup>, that reliability has to do with accuracy of measurement. This kind of accuracy was reflected in the obtaining of similar results when measurement was repeated on different occasions or with different instruments or by different persons. The characteristic of reliability was sometimes termed consistency. Meaning that, we can say the test was reliable when an examinee’s results were consistent on repeated measurement.

To obtain the reliability of the test, it must be known the Mean and Standard Deviation of test. Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it was purposed to measure. It means the test will be valid to the extent that was measured what it was supposed to measure.

The reliability coefficients for good identified kinds of text structure text and reading comprehension test were expected to exceed 0.0 and closed 1.00.

Heaton states that, the reliability of the test was considered as follows:

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<sup>4</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003), p. 19-27

1. **0.0 – 0.20** = Reliability is low
2. **0.21 – 0.40** = Reliability is sufficient
3. **0.41 – 0.70** = Reliability is high
4. **0.71 – 1.0** = Reliability is very high<sup>5</sup>

To obtain the reliability of the test given, the researcher used the formula as follows<sup>6</sup>:

$$KR\ 20: ri = \frac{k}{(k-1)} \left\{ \frac{S_{t^2} - \sum p_i q_i}{S_{t^2}} \right\}$$

Where:

K : number of items on the instrument

Pi : proportion of subjects who answered the item correctly

Qi : proportion of subject who answered the item wrong (1-Pi)

$\sum p_i q_i$  : the multiplication result between p and q

$S_{t^2}$  : total variance

We must first calculate the total variance before:

$$S_{t^2} = \frac{\sum x^2}{n}$$

Where:

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<sup>5</sup> J.B. Heaton, *Writing English Language Tests*. (New York: Cambridge University Press, 1988), p. 164

<sup>6</sup> Sugiyono. *Statistik untuk Penelitian*. (Bandung: Alfabeta, 2007). P. 359

n : number of respondents

$$x^2 = \sum xt^2 - \frac{(\sum xt)^2}{n}$$

$$= 4100 - \frac{(338)^2}{20}$$

$$= 4100 - \frac{114244}{20}$$

$$= 4100 - 5712.2$$

$$= 1612.2$$

$$S_{t^2} = \frac{1612.2}{20}$$

$$= 20.61$$

$$ri = \frac{k}{(k-1)} \left\{ \frac{S_{t^2} - \sum p_i q_i}{S_{t^2}} \right\}$$

$$ri = \frac{20}{(25-1)} \left\{ \frac{20.61 - 4.64}{20.61} \right\}$$

$$ri = \frac{20}{24} \left\{ \frac{15.97}{20.61} \right\}$$

$$ri = 0.83 \times 0.77$$

$$ri = 0.64$$

(See appendix 1)

Based on the result above, it also can be stated that the reliability was **high**.



## G. The Technique of Analyzing Data

In order find out whether or not there was a significant effect of using Picture and Picture (PP) model toward reading comprehension, the data were analyzed statistically. To analyze the data, the writer used score of post-test of the experimental and control class. These scores were analyzed by using statistical analysis. The data were analyzed by using T-test (independent samples t-test) and it was calculated by using software SPSS 16 version.

The t-table was employed to see whether or not there was significant effect between the mean score in both experimental and control class.

Statistically hypothesis:

1.  $H_0 = t_0 < t\text{-table}$
  2.  $H_a = t_0 > t\text{-table}$
1.  $H_a$  is accepted if  $t_o > t\text{-table}$  or there is a significant effect between students' reading comprehension who are taught by using Picture and Picture (PP) model and those who are taught without using Picture and Picture (PP) model.
  2.  $H_0$  is rejected if  $t_o < t\text{ table}$  or there is no significant efect between students' reading comprehension who are taught by using Picture and Picture (PP) model and those who are taught without using Picture and Picture (PP) model.

## **CHAPTER IV**

### **THE DATA PERSENTATION AND THE DATA ANALYSIS**

#### **A. The Data Presentation**

##### **1. The Technique of Data Analysis**

In order to find out whether or not there was a significant effect of using picture and picture (PP) model to improve reading comprehension, the data were analyzed statistically. In analyzing the data, the writer used score of the experimental and control class. The data were analyzed by using the statistical method. In this research, the researcher used “T” test in SPSS program.

Statistically the hypotheses were:

Ha :  $t_o > t\text{-table}$

Ho :  $t_o < t\text{-table}$

Ha was accepted if  $t_o > t\text{-table}$  or there was a significant effect of using picture and picture (PP) model to improve reading comprehension.

Ho was rejected if  $t_o < t\text{-table}$  or there was no significant effect of using picture and picture (PP) model to improve reading comprehension.

##### **2. The Data of Experimental Group**

The data of students’ reading comprehension taught by using picture and picture (PP) model were gotten from pre-test and post-test of VII 1 class as experimental group taken from the sample of this class (28). The data can be seen from the table below:

**TABLE 8****The Score of the Students' Reading Comprehension in Experimental Class**

No	Students	Experimental Class	
		Pre – Test	Post – Test
1.	Student 1	65	75
2.	Student 2	45	70
3.	Student 3	60	85
4.	Student 4	45	85
5.	Student 5	45	90
6.	Student 6	45	65
7.	Student 7	45	75
8.	Student 8	45	70
9.	Student 9	45	70
10.	Student 10	50	80
11.	Student 11	60	60
12.	Student 12	65	80
13.	Student 13	50	75
14.	Student 14	50	65
15.	Student 15	50	70
16.	Student 16	50	60
17.	Student 17	60	65
18.	Student 18	50	60
19.	Student 19	45	75
20.	Student 20	50	85
21.	Student 21	45	70
22.	Student 22	40	80
23.	Student 23	50	85
25.	Student 24	60	65
25.	Student 25	45	75
26.	Students 26	40	55
27.	Students 27	55	70
28.	Students 28	50	65
	TOTAL	1405	2025

From the table 6, the writer found that the total score of pre test in experimental group was 1405, while the highest was 65, and the lowest was 45. Then, the total score of post- test in experimental group was 2025, while the highest was 90 and the lowest was 55.

The frequency score of pre test and post test which was significantly different can be seen below:

**TABLE 9**  
**The Distribution of Frequency of Students' Reading Pre-Test Score**

<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
40	2	7.1
45	10	35.7
50	9	32.1
55	1	3.6
60	4	14.3
65	2	7.1
Total	28	100.0

From the table 7, it shows there were 2 students who got score 40 (7.1%); there were 10 students got score 45 (35.7%); there were 9 students got score 50 (32.1%); there was 1 student got score 55 (3.6%);there were 4 students got score 60 (14.3%); there were 2 students got score 65 (7.1%).

**TABLE 10**  
**The Distribution of Frequency of Students' Reading Post-Test Score**

<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
55	1	3.6
60	3	10.7
65	5	17.9
70	6	21.4
75	5	17.9
80	3	10.7
85	4	14.3
90	1	3.6
Total	28	100.0

From the table 8, it shows that there was 1 student who got score 55 (3.6%); there were 3 students got score 60 (10.7%); there were 5 students got score 65 (17.9%); there were 6 students got score 70 (21.4%); there were 5 students got score 75 (17.9%); there were 3 students got score 80 (10.7%); there were students got score 85 (14.3%); there was 1 student got 90 (3.6%).

Besides, the Mean ( $M_x$ ) and Standard Deviation ( ) were also needed in analyzing data gotten from the score of pre test and post test. In determining the mean and standard deviation, the writer used the software SPSS 16 version to calculate it. The mean and standard deviation of pre test and post test are as in the following table:

**Table 11**  
**The Mean and Standard Deviation of Pre-test and Post-test of**  
**Experimental Class**

	<b>Pretest</b>	<b>Posttest</b>
Mean	50.1786	72.3214
Std. Deviation	7.00293	9.07603

From the table above, the distance between mean (Mx) and Standard Deviation ( ) is too far. In other words, the scores obtained are normal.

### **3. The Data of Control Group**

The data of students' reading comprehension taught without using picture and picture (PP) model were gotten from pre-test and post-test of VII 2 class as experimental group taken from the sample of this class (28). The data can be seen from the table below:

**TABLE 12**  
**The Score of the Students' Reading Comprehension in Control Class**

No	Students	Control Class	
		Pre – Test	Post – Test
1.	Student 1	50	90
2.	Student 2	50	65
3.	Student 3	60	65
4.	Student 4	50	60
5.	Student 5	55	60
6.	Student 6	55	60
7.	Student 7	50	60
8.	Student 8	45	65
9.	Student 9	65	60
10.	Student 10	50	75
11.	Student 11	45	70
12.	Student 12	45	70
13.	Student 13	45	55
14.	Student 14	50	70
15.	Student 15	45	60
16.	Student 16	45	70
17.	Student 17	45	85
18.	Student 18	45	60
19.	Student 19	50	65
20.	Student 20	45	60
21.	Student 21	45	75
22.	Student 22	55	65
23.	Student 23	45	65
25.	Student 24	50	75
25.	Student 25	45	80
26.	Students 26	40	55
27.	Students 27	55	70
28.	Students 28	40	65
	TOTAL	1365	1865

From the table 9, the writer found that the total score of pre test in control group was 1365, while the highest was 65, and the lowest was 40. Then, the total score of post- test in experimental group was 1865, while the highest was 85 and the lowest was 55.

The frequency score of pre test and post test which was significantly different can be seen below:

**TABLE 13**  
**The Distribution of Frequency of Students' Reading Pre-Test Score**

<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
40	2	7.1
45	12	42.9
50	8	28.6
55	4	14.3
60	1	3.6
65	1	3.6
Total	28	100.0

From the table 10, it shows that there were 2 students who got score 40 (7.1%); there were 12 students got score 45 (42.9%); there were 8 students got score 50 (28.6%); there were 4 students got score 55 (14.3%); there was 1 student got score 60 (3.6%); there was 1 student got score 65 (3.6%).



**TABLE 14**  
**The Distribution of Frequency of Students' Reading Post-Test Score**

<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
55	2	7.1
60	8	28.6
65	7	25.0
70	5	17.9
75	3	10.7
80	2	7.1
85	1	3.6
Total	28	100.0

From the table 11, it shows that there were 2 students who got score 55 (7.1%); there were 8 students got score 60 (28.6%); there were 7 students got score 65 (25%); there were 5 students got score 70 (17.9%); there were 3 students got score 75 (10.7%); there were 2 students got score 80 (7.1%); there was 1 student got score 85 (3.6%).

Besides, the Mean (Mx) and Standard Deviation ( ) were also needed in analyzing data gotten from the score of pre test and post test. In determining the mean and standard deviation, the writer used the software SPSS 16 version to calculate it. The mean and standard deviation of pre test and post test are as in the following table:

**Table 15**  
**The Mean and Standard Deviation of Pre-test and Post-test of Control Class**

	<b>Pretest</b>	<b>Posttest</b>
Mean	48.7500	66.6071
Std. Deviation	5.71305	7.70444

From the table above, the distance between mean (Mx) and Standard Deviation ( ) is not far, it can be seen that the mean of pre-test was 43.33, and mean of post test was 54.67. Standard deviation of pre test was 9.17, while standard deviation of control group was 9.82.

## **B. The Data Analysis**

To analyze the data in chapter IV, the writer used t-test formula by using SPSS program. The output of data analysis is as follows:

**TABLE 16**  
**The Group Statistic**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
ExperimentClass	28	72.3214	9.07603	1.71521
ControlClas	28	66.6071	7.70444	1.45600

Based on the above table, it can be seen that the total students from each group was 28, the mean of experimental class was 72.3214, and mean of control class was 66.6071. Standard deviation from experimental class was 9.07603, while standard deviation from control class was 7.70444. Standard error mean from experimental class was 1.71521, and control class was 1.45600.

**TABLE 17**  
**The Independent Sample T-Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.011	.319	2.540	54	.014	5.71429	2.24986	1.20358	10.22499
Equal variances not assumed			2.540	52.613	.014	5.71429	2.24986	1.20086	10.22772

Independent sample T-Test shows Levene's test to know the some variance<sup>1</sup>.

Ho: Variance population identical

Ha: Variance population not identical

If the Probabilities  $>0.05$ , the null hypothesis (Ho) is accepted

If the Probabilities  $<0.05$ , the null hypothesis (Ho) is rejected

Based on the output SPSS above, Ho is accepted because the probability  $0.319 > 0.05$ . It means that the variance of the population is identical. So the writer used equal variances assumed row.

From the output Paired Sample t-test shows analysis result by using t-test.

Where t-test was 2.540. The probability assumptions were:

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<sup>1</sup> Hartono. *SPSS 16.0 Analisis Data Statistik dan Penelitian*. (Pekanbaru: Pustaka Pelajar. 2010). P.159

Based on the result of Paired Sample t-test above, the t-test sign is  $< (0.01 < 0.05)$ . The writer concluded that  $H_0$  is rejected and  $H_a$  is accepted. It means that there was a significant effect of using picture and picture (PP) model toward reading comprehension in narrative text at the second year students of state junior high school 5 Rambah Hilir of Rokan Hulu.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the explanations in the chapter IV, the researcher concludes that the effect of using picture and picture (PP) model toward reading comprehension in narrative text at the second year students of State Junior High School is as follows :

1. The students' reading comprehension who taught by using picture and picture (PP) model at the second year of State Junior High School 5 Rambah Hilir of Rokan Hulu is categorized into 'Good' level.
2. The students' reading comprehension taught by using conventional strategy at the second year of State Junior High School 5 Rambah Hilir of Rokan Hulu is categorized into 'enough' level.
3. There was a significant effect of using Picture and Picture (PP) model to improve student reading comprehension at the second year State Junior High School 5 Rambah Hilir, Rokan Hulu Regency.

Based on the result of the research, the use of Picture and Picture (PP) model have given a better effect for students' reading comprehension of narrative text. It means that, the use of picture and picture (PP) model was better than conventional strategy.

## **B. Suggestion**

From the conclusion of the research above, it is known that using picture and picture (PP) model can give significant effect toward students' reading comprehension in narrative text. Because of that, picture and picture (PP) model can be one of the choices for the English teacher in order to help students' comprehension in reading. Therefore, English teacher should know how to teach reading by using picture and picture model. Besides, teacher should also use many ways to encourage students in reading text such as:

- a. Teachers should construct creative and enjoyable learning for students.
- b. Teachers should support their techniques by using interesting media.
- c. Teachers can encourage students' awareness about the importance of reading for their life.
- d. Teacher becomes reading as habitual activities for students in the school.
- e. For students, the students should do more practice to improve their reading comprehension.

In addition, State Junior High School 5 Rambah Hilir should do more activities to improve students reading comprehension, such as wall news magazine in English language.

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